Interview with [P11]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
I should probably just give a brief explanation again about what we're looking at. So we're looking at the reasons behind why English is becoming INCREASINGLY used as a language of instruction for academic programs at EUROPEAN universities. So we started with the Netherlands because they were quite EARLY implementers of, you know, English language programs. And so I'm looking at Austria and some other people are looking at some other places.

And so yeah, the reason we contacted you well, obviously you're [unit role], but also because we saw, you know, there was this new program, [name of program], that isn't that right?

[P11]  
Yeah. Exactly.

Researcher  
You're starting that in [future time reference]. So we thought we'd be BRILLIANT to talk to you about, you know, the DECISION-MAKING and the considerations you made into kind of uh DESIGNING, designing this programme. So yeah, just to start with just to warm up a bit, could you just tell me a LITTLE bit about your role as [unit role] in [subject area] um if that's OK, so?

[P11]  
Yeah. I'm so I'm for about [#] years now here, [unit role] in [subject area]. And no, I like the position because we we can actually DO something about really having an impact on HOW we the study programs are DESIGNED and we did that just now that we actually reworked ALL our master's programs that we have, so we start not just with the [subject area] master as a new master program this winter, we start also with three OTHER master programs which are we reworked, which is the master in [subject area], the master of [subject area] and the master of [subject area].

And so I really enjoy basically being INVOLVED in in REWORKING this and making an impact on how students can study at our university, so that is what I really like about the job.

Researcher  
OK. Yeah. So you mentioned these REWORKED master’s, doesn't rework mean that they were previously in GERMAN and they're becoming ENGLISH or? What does rework mean? Just that the topic is?

[P11]  
No. At [case study university] there is a is a RULE. Basically you can if you say you have a a master in German, that does not mean that all the lectures are in German. It only means that you HAVE lectures in German and you HAVE also lectures in English. So what we DO with all our master programs actually APART from the master program for the TEACHERS, we have a teachers’ master program as well and for THAT that is PURELY in in German, but all the others are basically mixed programs. So we have the MAJORITY of lectures is held IN English or it's held if there are ENOUGH people in it and they say they would prefer to have it in English then we have it in ENGLISH, and only a very FEW lessons are really PURELY German lessons. So we actually have ALL these mixed programs and that made it actually very EASY to to decide for between master to say, OK, we do it PURELY in English and we HOPE there was that we would even MORE reach INTERNATIONAL students with it, so that we not just have the the AUSTRIAN students and GERMAN students, but that we really have and would get INTERNATIONAL students. The MAIN focus obviously is EUROPEAN students. But also, overseas students would be uh we would hope that we can activate them as well to join us.

Researcher  
OK, great. So what, WHAT is the reason why, sorry, some of these questions may sound a little bit silly, but I want the you to give me you know YOUR opinion on this and from YOUR experience and expertise. So what is the reason WHY you want to attract international students to these programs or to the [subject area] program, for example, in English?

[P11]  
Well, I think that is the same reason that you always had that you're beginning if you are in a [disciplinary] area, you ALWAYS work internationally. So it's it's never in the FUTURE that you can just work within within your country. That is, you can't make any SCIENTIFIC progress if you're just focused on at this tiny little piece of work. So you have to have this internationally based things in it. So but, it seems NATURAL that you're that you have already international students in it, and we have ALWAYS international students in our PhD PROGRAMS gathered for a very long time that we attract people from from overseas uh for our PhD PROGRAMS, and this is MAINLY you know if you are not entirely sure, you're British based, right?

Researcher  
Yeah, yeah, I'm in the UK, yeah.

[P11]  
So, and in in the UK you have SOME of these research programs that are funded and there you NEED actually UK people for UK PhD students in order to get the funding. But in in Austria you are you don't have it. So you couldn't, EVEN on university jobs and and MOST of the EU or Austrian funded project, you can have international students on it. So we always took in INTERNATIONAL PhD students, and it makes perfect sense that you then say, OK, if you have international PhD students, it would be good already at have international MASTER students so that you have a CHANCE to actually teach them BEFORE you have them in the PhD program already what the BASICS of what you want for your for your programs.

Our master programs are ALL very [discipline] based, so they are, what I mean by that is that they are RESEARCH based, that is a better word for it. So in, we have a a lot of [type] courses that you have and you go DIRECTLY into the research groups, and you LEARN from the the people working in the research group what your what you have to do, so [redacted identifying information]. All those things you learn that directly from the people and all our LECTURES on the master programs, you you have the possibility to to really get to focus on the things you are INTERESTED in, and they are also all this made by the people working here. So it's THEIR research interest that we that we teach generally in our master programs.

So we have in our BACHELOR programs we have each general teaching of of [subject area]. So everyone has a good BASIS and in [subject area] and then you choose your master programs and within the master programs you can SPECIALIZE on the things that you're REALLY interested in. And obviously that is also the WORK that people do, and it makes perfect sense that you're that you have your master students so that you have later REALLY WELL educated PhD students. And since THEY are internationally here on them, our uhh master students come from all over Europe or all over the WORLD already. And that actually WORKS already quite well, even though most of our master's programs are officially GERMAN master programs, but it's obviously it's HARDER for them to get in because you have to have a certain German LEVEL in order to be admitted to be in study program.

And that is the rule of the [case study university]. And yeah, that means you have this C1 level. So you have to be QUITE good and in speaking German and that is for for SOME of the students quite a level that they have to reach that’s pretty hard, but MOST of them they already have a good ENGLISH level that we we jump for the [subject area] master, and we decided for the year for our OTHER master programs that we keep to this mixed system, so that we CAN have the students in that we don't have to have it ALL in in English because we have still SOME lessons which are EASIER to be held just in in GERMAN, for example, we have the master program that is a master for [subject area] and we use, but we USE the lectures that we have in the master [subject area] also in our OTHER master programs, and we COULDN'T if it has to be all in English because the master in [subject area] is BASICALLY held in German because you have to learn all the scientific WORDING, and you have to learn all the RULES you have to learn them in GERMAN because you WORK in Austria or you work in the GERMAN speaking [?]. And all the records and everything that you have to write there, even if you work in a company, you have to do that in GERMAN rather than in English. So you HAVE to keep THIS master program for sure in German and in order to use then those lectures and OTHER courses you have to keep the as mixed. That’s the SIMPLE reason for that.

Researcher  
Umm OK. Do you know WHY the level of German is C1 for the university? Do you have any insights into WHY it's?

[P11]  
Because that is, you know, it's an it's necessary. And I know from you know, I've worked before. I think I I need to close the window, it’s too loud from for me. Sorry. ((Gets up to close window.)) They are working outside so I can't hear anything.

The thing is and I know and know from [UK university] that there is a pretty HIGH entrance level in English as well that you are, I've worked there before, and it's the SAME here. It WAS for a few years back, it was still B2 and it was pretty much it was too LOW because you you need to have a really good foundation in in German if you want to attend a German lecture. And it's it's the ONE thing, it's already HARD because you have to learn really, really quickly all those SCIENTIFIC wordings, yeah you have special phrases you don't say that in the NORMAL way of how you speak. But if you THEN have only a very LIMITED vocabulary for in German already and it's VERY, very hard to really jump in and to to make a progress, and especially if you have, I mean the it's a rule for the entire university but we are quite happy that we have that rule for the entire university, because if you go THEN into [type] course, then it can be really dangerous if you're if people don't understand you COMPLETELY with what you're saying.

Researcher  
Umm.

[P11]  
And you you cannot have you know, for that, it's absolutely necessary to have a CERTAIN level, at least one language you have to have, you have to have it EITHER in English or you have to have it in, in, in German, this C1 or even C2 level you have to MASTER the language so that you FULLY understand what someone tells you. Otherwise it becomes pretty dangerous, and your STUDY progress is rather limited, to be honest.

Researcher  
Umm. So I mean, but obviously for English you have a lower level requirements, so there is a discrepancy there between what's required for German that the STANDARD of language that's required for German and the STANDARD of language that's required to do a course in English. So I was wondering what the, what the REASON for that difference is?

[P11]  
You mean for the [subject area] master because they put their B2 in it. Or what do you mean?

Researcher  
Ohh, just just generally at the at the university. Unless you're actually doing a master’s that is in specialized in English language, say English literature or or English language where you DO have to have C1 English elsewhere, you just need to have B2 English to do the master’s programs, whereas if you're doing the master’s programs in German, you have to have C1 level German. So the requirement the language requirement for.

[P11]  
That is not quite right. In AUSTRIA you can see the UNIVERSITY defines what your GERMAN level has to be, but for the for EACH individual master program where we have an English level in it, if we use English as the main language, then we could actually decide it's up to the to the people who design the master’s program to THEN decide whether or not they want to have a C1 level or a B2 level what THEY feel is the required level for it. So it's a DECISION by it's it's a different, it's a different level WHERE you make the decision.

Umm.

Researcher  
OK. Umm, I haven't, sorry, regardless of who makes the decision, I haven't come across any ENGLISH master’s programs that AREN'T specialized in English that require C1 English. They ALL require B2. So when I've been looking at the when I've been looking at the WEBSITE, I haven't come across any English courses that would REQUIRE you to have C1. So that's why I was wondering about this DIFFERENCE between the levels. Umm. You know, but.

[P11]  
Well, the the thing is, but OK, my PERSONAL impression of the students that we HAVE is that in REALITY they have a C2, even MOST of them have a C2 level. They are really their their ENGLISH level is really high.

Researcher  
Umm.

[P11]  
So no one really makes really CARES what number there is because you have always people who speak really well English. But as I said, the the C1 level is something that you have over the ENTIRE university that and that is not JUST for the master programs then it's for ALL the study programs. So for the BACHELOR programs as well. And to be honest, you would you would SURVIVE a MASTER’S program with a B2 level in German because you ALWAYS have people who speak English with you if you don't understand. So and most of the things you get, you WOULD have them in, you can GET them in English as well, or the obvious study books or the papers what they give you, they have it all these in BOTH languages. So MAINLY they have it actually in English and they SPEAK German. You know, that is because all everything that you PUBLISH is published in English, so you have it for someone who's not so perfect in GERMAN you would have it and give it in ENGLISH and as long as they speak English reasonably well, they have a good chance to make PROGRESS. But since that HAS to work also for the bachelor programs, and THERE it’s different. In the bachelor programs, they REALLY start and you have a lot of students, so you don't have SMALL groups; you have LARGE groups for for everything what you're doing. So you you DON'T have the individual person in your sight and you can't see that there’s ONE person who just can't UNDERSTAND you really well, so that you speak 10 minutes in English with them and everything would be fine. So you have to you don't have as CLOSE possibility to to have a close contact with your student and to translate things if there is a language barrier. And so, they REALLY have a a REALLY hard time to follow ANY lecture. Umm are you still there or we hanging? Oh, no, you're here again.

Researcher  
Oh, sorry. Are you having sorry. Yeah, I'm, I'm here.

[P11]  
There's a I can see that for some reasons it's we we are having a problem with the-

Researcher  
Oh are we, sorry, I am listening. I am listening to you. I can I can see and hear you WELL ((laughing)).

[P11]  
((laughing)) Um where was this, if you are in in a bachelor program you start you know you HAVE to learn MANY things, COMPLETELY new things and where you are NOT familiar with, and it's already in German in a COMPLETELY new language, it's everything. It's something that even the German speaking students they struggle with using the correct VOCABULARY and LEARNING that really fast so that we know what is meant and all those kind of things. And if you then are on a B2 level, it's REALLY, really hard to understand things. So and THAT is for the bachelor programs and they're since it has its own rule that has to fit ALL, it’s THAT decision. And I personally think that's the RIGHT decision that you have at at least for the bachelor program, you NEED a C2 uh a C1 one level.

Researcher  
Yeah. OK, great. So I mean this new this new program in [subject area], you know it sounds quite exciting. You're collaborating with two other institutions in [geographical area]. So WHAT made you choose to do this in collaboration with two LOCAL universities? Um where did this idea come from?

[P11]  
Well, the that was basically an idea that that three people from every met from from every university there was one person, and they sat together and they dreamed it up that that would could be a great idea because, and it IS a great idea, because we have in each university we have a we're BIG stronghold on in [subject area] where people are who are really focused on on development in [subject area] or doing [subject area], and but they ALL do that SEPARATELY for themselves, and it gives the the great CHANCE with this master program is that you combine all this, this KNOWLEDGE, and you have ALL the people who are really specialists that in at the three universities in that FIELD and their specific field of [subject area], THEY come together and they create together this this MASTER program. And that was a great chance. And I think that it’s a good program that we have have that. So let's hope it works.

Researcher  
So, this is the [#] year, isn’t it. [Redacted identifying information] I mean, was there any ever, any ever sorry ever any consideration, oh maybe we'll do this in German, or was it always already always kind of this already?

[P11]  
No, that was just from the start, it was CLEAR that we want to have a this master’s program and that would be in [geographical area]. It would be great chance to have the three university combining all their knowledge but also, but we don't want to have only the TYPICAL students that we have that we have, you know, MOST of the students that we that we have at the university they are from from Austria, from Germany, from from Switzerland.

And then they come uh from some come from France, from from Spain, and then we have Hungary and, you know, old countries which were in the old times part of the Austrian Empire, well those countries which are the biggest students that we have here. And we figured it would be nice to have that even, you know, BROADER range that the that we get and students, and this is why we decided right from the START that we want to DO it in English and all the people who are in it, you know, they are RELATIVELY young researchers so and they ARE really international, so the language that they speak there is ALREADY in English. All the courses that we had for the program are ALREADY in English, because the people who teach it are speaking English, and so we figured it's the best we do do it directly in English.

Researcher  
So ALL three universities were already offering that course in English anyway, or.

[P11]  
Yeah, yeah.

Researcher  
OK. Do you think like there's an attraction also for the HOME students when for AUSTRIAN students when the course is in English? So I mean, obviously having a course in English can attract international students. Do you think it ALSO attracts Austrian students to have?

[P11]  
YES. You know it is really ONE thing that um I I often see it as that the Austrian students, also the German students, or the Swiss students, their ENGLISH level is REALLY high. Their English level is definitely a C1, maybe a C2 EVEN. They really have a v- REALLY good basis that they get in school and most of them went at least for a YEAR into an English speaking country either during their studies or just before, you know that they had this gap year and and went there to IMPROVE their language, so they they all speak on a REALLY high level ALREADY in English. So there is absolutely NO language barrier, and the decision always if you're if you give a lecture in a master course if your decision is always OK, either the person who is teaching is better in speaking ENGLISH than German, so they give it directly in in English, OR it's a decision, um as soon as ONE student and there is mainly all the time one student who does not speak GERMAN really well, then we we basically decide that we give the course in in English. So REALLY, a lot of our master courses are actually given in English right away. And there has never been a master’s student says an Austrian who says my English is not good enough, I CAN'T do it.

Researcher  
Alright, OK. So do you NEVER encounter any resistance towards having courses in English, say EITHER from staff or from students? Is there never any kind of, is it always favourable?

[P11]  
MOST of the time there is, you know, we we have over the the last 10 years, we had really an a change in staff [?], so that we so we DON'T have a a lot of this really, really OLD professors who are which are not SO comfortable with with speaking in English. So in all the YOUNGER people that we have now, you know, for for them it's the absolute NORMAL thing, because in at LEAST in [subject area], you cannot survive as an as a scientist without SPEAKING English and without speaking English basically on a native speaker level. You you can't survive because you can't go to a conference you you know everyone you want to to WORK with speaks English. So you HAVE to speak English, and it doesn't matter then anymore if you are, sometimes it's even EASIER to speak in English because you know, if you, if you TEACH things, that is your your RESEARCH interest and your about your research interest because EVERYONE you communicate with speaks English. So everything you, all the time you THINK about your research interest in English, it's really hard to then say it in German. So it's actually EASIER to to do it directly in English, so you don't have to translate everything.

Researcher  
Right. Yeah. And that and HOW about the students, do you ever encounter any resistance from students, are they-?

[P11]  
No, absolutely not.

Researcher

No, nothing. OK.

[P11]

They are REALLY open. That is something I've observed that even in the in the bachelor courses, because in we have over the last years we had a hell of a lot of bachelor students in [subject area]. So uh really overfilled courses and we had to take everyone as as teaching personnel who we can GET. So we also have to get all the PhD students and postdocs who are actually more ENGLISH speaking people rather than GERMAN speaking people and involve them into teaching. So we had in our [type] courses quite often people who speak then English with, with the students rather than German, and not even THERE we get any problems that they wouldn't understand them or have a problem with them not speaking German with them. So there is no resistance from from the STUDENTS there is no resistance at all.

Researcher  
And how about so if you have a program in English, so you mentioned that the courses that were OVERFLOWING basically with students, but if you have a course in English, you're allowed to restrict the numbers, aren't you of students um if it's entirely in English? Is that ever a consideration for you or?

[P11]

Well, no, that was not the that was not the reason for having the the master’s program in in English. That is, we have the limitation of students, but that is because we we HAVE to limit the amount of students that we take in. But this was not the reason. Even if you could have all you know this we that we have a student LIMIT on it which comes from from the [case study university] because in our [type course] since all our [type] courses are actually in research [space], there is our only CERTAIN number of students that you CAN have in your research [space]. You know you cannot have 50 people in your research [space]. That is just not PHYSICALLY possible to do that. So we had to LIMIT the amount of students, and that comes from us. The others would have been happy to have 200 or MORE students. Not that I know where they're coming from, but they would have taken them. They would have loved to take them in, um but we will not be able to MANAGE that many students. This is why we have the limit on it. But the OVERFLOWING courses, this was for our bachelor’s program and for that we actually have now an an entrance TEST. They have to to REGISTER and then go for an admission process PROCESS and they have to have a written test, and we only take 250 students because we cannot manage more than 250 students in one go.

Researcher  
Umm. Right. And how about the the German master’s [subject area] course you mentioned, for example, are you allowed to restrict numbers on the German masters or or not?

[P11]  
That would be indeed, that would be much harder to DO that, because in for for Austrian regulations if it is a GERMAN speaking class that is, then it is something that is where it's harder to get a limitation on it. This is why you need for the bachelor program, for example, we had to that was not was not OUR decision. So WE wanted it, but in order to DO it, we actually had to change the LAW to to allow us to do it. So there is this is GOVERNMENT ruled how to how you have to to DO it and, so it's for the master programs, it's EASIER to to have a restriction on it. It’s much easier. If you want to have an easy way out to have a number restriction on it, then it’s INDEED easier to do it with an English master’s program, but as I said that was NOT the reason for doing it in English. We spoke first about having the ENGLISH master’s the master’s course in ENGLISH, and after we are actually BASICALLY we are DONE with with the study program, THEN we argued about how many students we could MANAGE and that THEN we discussed that, that was not, that came LATER that was not the point.

Researcher  
Yeah.

[P11]  
Yeah.

Researcher  
So with this um collaboration with the TWO other universities in [geographical area], you mentioned that you all had similar programs that you're already doing in ENGLISH. Um so was there ever any element of LOCAL competition between the universities? Is that ONE of the reasons you thought collaboration would be beneficial for us or was is this?

[P11]  
Well, you know, there is to a DEGREE probably yes, because for to a DEGREE you have that that you but I don't see it as a REALLY as a competition, but you always have students who are who for example, did they have their MASTER’S program with us and they when they change and move to a later to for their PhD to to another university or even after they do their bachelor here, they go to THEIR master’s programs. But USUALLY the master’s programs are RELATIVELY different because they, you know, the FOCUS of the of the master programs are different. At the [university name], for example, they don't even HAVE a [subject area] master’s program.

Researcher  
OK.

[P11]  
And the [university name], they have more where their focus is MORE in an [subject area], they have also a [subject area] master’s program but there is always a [subject area] bit in it, and the other ones which have a really classic [subject area] master’s program. We already have ANOTHER master’s program that we do together with the [university name]. So we already knew the ADVANTAGES of doing it actually together because you have the advantage, it's RELATIVELY COMPLICATED if you want to have a, if STUDENTS want to JOIN classes at a different university, because you HAVE to get PERMISSION from from, [redacted identifying information] from OUR university that I say, OK, this course you can't even TAKE at our university and then the OTHER university has to accept you. So it's difficult process to actually GO to to INTERESTING classes at a different university, and with having this joint program and programs it makes it much easier. So they have ACCESS to the OTHER lectures at the other universities, and that is the REAL advantage for the students to go to the other courses. So and that is the good thing about the the JOINT master’s program that we have with the [university name] where you can do the [subject area], but HERE they can have the [subject area] part which is really large at OUR faculty, they do it HERE and then they have the more [type of subject area] education at the [university name], and that is really INTERESTING for for the students to do that.

And it's a similar REASON for for doing this JOINT master program. I mean, for the [university name], it's probably also very interesting, not just probably it IS very interesting, that they by having this JOINT master, they can offer their students a way of getting a PROPER [subject area] master even though THEY have a [subject area] bachelor program before. So THEY come from the [subject area] bachelor program and can JOIN the [subject area] master’s, and they could NOT join or the other master programs that here they have here, so they they offer THEIR bachelor students a completely NEW ROOT for their education for the future. So that is for THEM, I guess be a really IMPORTANT bit in it.

Researcher  
So every institution has some kind of BENEFIT from from this collaboration.

[P11]  
Yeah, I think that is exactly, exactly. I think the BENEFIT is really, it's very important bit in it.

Researcher  
You have kind of different PROFILES, but you kind of complement each other for the students’ benefit, as well.

And then you also I guessed you also kind of strengthen your LOCAL PROFILE local, what do they like ‘Standort’, or whatever they call it on the international scene? Yeah.

[P11]  
Exactly. Exactly. AND it makes it easy. And you know, the the people already WORK together, they they often have already the RESEARCH groups have a really close contact. So you you BRING that all together. THAT is that as the BIG advantage for for everyone.

Researcher  
And you mentioned that your bachelor’s level, you know you have, you HAVE to have QUALITATIVE requirements to to kind of try to restrict numbers a bit because it's OVERFLOWING with students. How about with GERMAN master’s programs? Have you had the case that there have been DWINDLING numbers or like LESSENING numbers of students on the German programs or has it remained quite popular, um in terms of numbers?

[P11]  
So far we are quite lucky with with our study programs and know that that other universities are really beginning to STRUGGLE, but this is I think the the biggest part in it is not that it's it's German programs. It's there because of the pandemic and that it was really HARD for the students and for some students probably had a really hard time to do or decided, I’m not starting NOW with my master’s program because I have NO way of KNOWING anyone there. This is, you know, there's two years of having to teach a LOT in online so that they ONLY come to the university for the [type] courses. I think that was for everyone REALLY hard time. So hopefully yeah that's just gonna be over now, but.

If I can, we could see that on on other universities that there have actually numbers which are going DOWN. We could touch wood we could actually KEEP our numbers at ROUGHLY the same level. So we had to really TINY little drop in the the the number for the masters programs but, yeah.

Researcher  
And ALSO in GERMAN, they they've they've REMAINED healthy healthy numbers for your GERMAN master’s programs.

[P11]  
Yeah, yeah, yeah.

Researcher  
OK, it's quite a POPULAR subject area, your area ((laughing)).

[P11]  
Yeah ((laughing)), so far everything is fine. I think the first time that we can really SEE something if there is an effect by having the [subject area] master’s program, that is probably only NEXT year. So because we are, yeah, that was a really it was it, everything was EXTREMELY fast, I I have to say, you know, we finished and at to creating this master master’s program basically, in [time reference], we had to be, we had to find a masters program for [subject area] and then the, you know, the admission is it's always it's all managed, managed by the [name of university], and where it STARTED, they had only ONE month for for APPLYING for this master’s program and that was the entire month of [month]. So they ONLY had this ONE month. And but you know, you got you HAVE to actually let people KNOW first that there is a new master’s program. So if there was not a lot of TIME to actually, you know, advertise the master’s program. So there is, you know, it's the [#] year it's a very small group of people. It's only 16 students who start the [subject area] master’s program. But I THINK that is that NEXT year this will be different because NOW we can actually start to to really advertise that at LEAST already at OUR universities and tell the students, you know, there is this new master’s program, GO and if you're interested in it, APPLY for it. So this and we now have a chance to make it KNOWN internationally that we have this masters program, and next year so for the next PHASE of applying for it, THEN we have a good way of SEEING if this is anything if this training[?] students into that master program from our students.

Researcher  
To like with 16, I mean now, obviously you're building up the program, but what, do you HAVE a restriction on numbers? Would it be up to a certain number?

[P11]  
Yeah, 50, 50.

Researcher  
50, OK, that's quite large, isn't it for for master's program. Is that is that the usual, the usual kind of size is it of a?

[P11]  
Well, as I said, if it if the the the [university name] or the [university name] would have their say, they would have loved to have a much LARGER numbers in it. But this is something WE couldn’t have managed that many students. So WE basically said okay if we have 50 students or only 50 students for whatever reasons only to participate in OUR [type] courses, then we can handle 50 students, we CANNOT handle more students. And THIS was the reason for having this 50 as a restriction. I PERSONALLY believe that it's gonna be if you're really lucky then you have MAYBE 30 students because you know. Yeah, I don't know how, we will see, if it's really next year that they advertise that really well and that it's really INTERESTING for INTERNATIONAL students, then we might have MORE. But if you could look at OUR numbers for what we have as BACHELOR students in these three universities, then it's not realistic to expect 50 students because then ALL the students would have to go there. Because you have, you know that THAT would we have always a few students who go to OTHER universities, but when MOST of our, and that is for all the universities the same, is that MOST of the students that we have in OUR master programs are our OWN mast- uh bachelor students who then go and CONTINUE with us so. And we have about 80 to 90 bachelor students who finished every year, so it would be NOT really realistic to think that HALF of them want to study [subject area].

Researcher  
Umm.

[P11]  
I I don't find that realistic so I guess you will have 30 and a MAXIMUM of 50 students.

Researcher  
You may ALSO attract international students. Obviously, once you've built the program out.

[P11]

Yes, I do hope so.

Researcher

Yeah. So how about, I mean, because this is a new program and then you mentioned you’ve already got another master’s with a collaboration with the [name of university], and I was wondering if that's an OLDER one, whether you've seen any kind of benefits, I mean presumably that's also an English language masters. And then if, is that and more longer established ONE or is it similarly just a new?

[P11]  
No, it is a longer established one, but it is a it's this it's a GERMAN master’s program. So the the [subject area] master’s programs is really the ONLY purely uh ENGLISH master’s program, and but we considered but to have an English program there as well, but [?] there was one lecture where there was a really truly purely German lecture which has to be in it and so we COULDN'T change it,  
because that lecture CANNOT be held in in English, so we had to keep the program. But it's as I said, it's BASICALLY all the lectures are held in in English. So it's a mainly English master’s program, but we are really open for to have the [subject area] master’s program as for for this [?] joint universities. So because of that master’s program because we have, because it works really WELL, it's really the students. It's a it's a CERTAIN number of students who like that from BOTH universities, that is. You know, if you study [subject area] with us it’s purely [subject area]. So you don't learn ANYTHING about the [subject area] bit of the of [subject area]. And the same thing is on the OTHER side they learn, they learn proper [subject area], but they learn their focus is also on the [subject area] part of it. And so there is a less focus on the PURE [subject area] bit. So they have on BOTH sides, you have a certain number of STUDENTS who would learn over would focus and specialize more into the [subject area] bit but not have just [subject area] and or focus MORE on the [subject area] part of this, specialized in certain fields of [subject area] and but also have a little still a little bit of the [subject area] for BOTH students at this master’s program. It’s really interesting we don't have, that's not the really LARGE master’s program. So we have a roughly 20 students with both of the universities every year, just starting this master's program, so it's it's a SMALL, but it's a REALLY successful master’s program, I think.

Researcher  
And when you say, like most of the lectures, so the OFFICIAL classification is when German. But you say most of the lectures are in English because one one specific is that module or something HAS to be in German.

[P11]  
Yeah, yeah.

Researcher  
And so I mean, it's just EASIER to classify it as German, is it, because otherwise you would have to ANNOUNCE that you're using?

[P11]  
No, it's not allowed. At OUR university, it's it's as SOON as you have at least ONE lecture in it which is NOT in ENGLISH, you have to have it as you have to classify it as a GERMAN class. And you can when you can you can ADVERTISE it as a MIXED language, but on the all the rules apply for that apply for it are the rules of a master’s in GERMAN.

Researcher  
Right. OK.

[P11]  
Is it is, it's just it's semantics, it's, you know, it's it's really, it's ((laughing)).

Researcher  
Right. OK, great. So you mentioned before it was your kind of decision the, the LEVEL of language. And so it's wondering what are the, what are is the decision making process for CHOICE of language and its implementation. So YOU as the [unit role] there's this new course you're starting, do you and your colleagues then decide, OK, this is gonna be an English language master’s? Or does the decision, what what is the decision process involved in that? I mean like who who does it involve? Does it has have to go through the Senate, through the Rectorate or, you know? How does how does it work?

[P11]  
Yeah. So the ALL are in included, but you know if you if you create a NEW study program or if you REWORK a study program then, [redacted identifying information] writes a letter or to of the RECTOR and tells them that we want to REWORK our study program, or we want to open a NEW study program, and then THEY basically say, OK, go ahead, do it. And then we have in the faculty, there's a group that is call called, I don't know how to translate that, it's a curricular ‘Arbeitsgruppe’. So that's it it's the GROUP of of people who THEN design the study program. And in that GROUP you have equal numbers of of students of professors and what we call ‘Mittelbau’, so that is are the people who are on a a on a LOWER level than, they are NOT students anymore, but they have a job. Don't know what this is called in English, to be honest, that would be the hm.

Researcher  
Are they administrative staff or research staff or?

[P11]  
No, it's it's RESEARCH staff, but it's not, you know, it's a LOWER level that's. So that will be in at an ENGLISH university, you would have people on the the POST DOCS and the ones who have a permanent postdoc position or um be the lecturers, not the SENIOR lectures, but the LECTURERS would be also included with this kind of group. That would be from these three groups you have an equal number of people in it, and THEY then discuss and design the new study program. And people like me, they would get me IN and if you have questions, if they are allowed to do it like this so to give ADVICE, I can be in but I cannot DECIDE what to do. Yeah, it's a LOW level.

Researcher  
It's quite a DEMOCRATIC process then.

[P11]  
Exactly. And THEY are also the ones who decide in which language the study program IS.

Researcher  
OK, so when you write your, sorry when when you write your initial letter to the rectorate, you don't SAY the language in that letter or you just PROPOSE the language-

[P11]  
For the [subject area program], we actually DID it because that was already we were already CLEAR on it, that we want to HAVE it in English, but for the for the OTHER programs, we decided IN this IN this working group, THEY decided what the what the language is. And that's a good thing, at least the way we do it in in OUR faculty, is that THEY go, all those groups, they go into a into their group of PEOPLE of of staff or students, and then they basically ask them WHAT they want, what they NEED, and so they come BACK. So that is always a decision that is, it's in this case it REALLY democratic decision which are ALL the members of the faculty AGREE on, or NOT just the study program but also on about the LANGUAGE as well of this study programs. So the STUDENTS are happy and ALL the staff is happy.

Researcher  
So then does that have to be APPROVED by somebody after you've had this input?

[P11]  
Yeah. And afterwards, after we, we have the concept that we have, we give it to that is called a ‘Curricularkommission’ that is a PART of the Senate which are dealing with ALL the the new curricula which are designed at the university. And again THERE you have uh members of ALL kinds of STAFF and all the students, they are represented in it. And when THEY can, they give you feedback. They say, OK, there we have questions, there are bits we don't UNDERSTAND, we have we would like to have it DIFFERENT, you have to to manage[?], I don't know, the STRUCTURE they don't like, and all those things so that they give it back. And then it goes to, after THEY agree with it, then it goes to the SENATE, and the Senate has to agree to it as well. And then the the RECTOR, has to agree to it so that it’s not too EXPENSIVE what we want to do, and after THEN we, it gets approved.

Researcher  
So it sounds like it's quite a like a a BOTTOM up process.

[P11]  
Yeah. Approach. Yeah, yeah.

Researcher  
Do you ever feel like there's any kind of TOP down pressure in terms of what language to teach in, or is it always just a?

[P11]  
No. There is NO, no pressure on the LANGUAGE.

Researcher  
OK, great. Sorry. So, thanks so much for your time is, is there ANYTHING that I haven't given you a chance to to DISCUSS that you would like to say on this topic? So perhaps I've missed something obvious or you know there's something you would have liked to elaborate on that I didn't give you a chance to.

[P11]  
No, I think that was pretty much everything I KNOW about it actually ((laughing)).

Researcher  
Sorry, sorry. I I I I followed up with a lot of questions, didn't I? But it's SO brilliant that you've given me such an in-depth, you know, uh description and insight into into how it works. You know, it's fantastic for our project. So thank you SO much for that.

[P11]  
You're welcome.

Researcher  
Bye.

[P11]  
You're welcome. Bye bye.